

## Welcome to English IB – Higher Level

### “The IB Learner Profile”

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

- *IB Diploma Programme: English A: Literature Course Companion* (Oxford University Press, New York, 2011)

## English 20, 30 & 35 IB Syllabus 2013-2015

The various “Parts” of the syllabus will not be completed in order.

**Part 1. Works in Translation:** Study of three works in translation chosen from the prescribed literature in translation (PLT) list.

- a. *The Metamorphosis* by Franz Kafka (1942)
- b. *Love in the Time of Cholera* by Gabriel García Márquez (1985)
- c. *Kafka on the Shore* by Haruki Murakami (2002)

*For the world lit paper 1500 word essay written in 2014/2015 (external assessment)*

**Part 2. Detailed Study:** Study of three works, each chosen from a different genre (one of which must be poetry) chosen from the IB Prescribed List of Authors (PLA).

- a. *Hamlet* by W. Shakespeare (1604)
- b. *Heart of Darkness* by Joseph Conrad (1899) 10 minutes
- c. Poetry (William Wordsworth, Robert Frost, Emily Dickinson )

*For the oral commentary in Jan 2015 (external assessment)*

**Part 3. Literary Genres:** Study of four works, all from the same genre chosen from the PLA

- a. *A Street Car Named Desire* by Tennessee Williams (1947)
- b. *Death of A Salesman* by Arthur Miller (1949)
- c. *A Doll’s House* by Henrik Ibsen(1879)
- d. *Master Harold and the Boys* by Athol Fugard(1982)

*For the IB final Part B in May 2015 (external assessment)*

**Part 4.Options:** Study of three works freely chosen

- a. *Macbeth* by William Shakespeare (1623)
- b. *The Crucible* by Arthur Miller (1952)
- c. Various poets and Short Stories by various authors

*For the oral presentation in December 2013 or January 2014 (internal assessment)*

## English IB-Higher Level: Assessments

Your English IB mark will be comprised of the following assessments.

### A. External Assessment 70%

- 1) **Written Essay (based on one work from Part 1)** March 2015 25%  
(also called the World Lit paper)  
a. Reflective statement (300-400 words)  
b. Literary essay (1200-1500 words)

Available Texts: 1) *The Metamorphosis* by Kafka; 2) *Love in the Time of Cholera* by Márquez  
3) *Kafka on the Shore* by Murakami

### 2) IB Written Finals: Two written papers, externally set and externally assessed. May 2015

- a. **Paper 1: Literary Commentary** 20%  
Written commentary based on two unseen texts for commentary; you will choose either the prose passage or the poetry passage and write a commentary on that passage. There are no guiding questions.

Available Texts: Texts are provided for you in the test

- b. **Paper 2: Essay** 25%  
You will write a paper in response to your choice of several questions. You will write on two Part 3 works studied.

Available Texts: 1) *A Street Car Named Desire* by Williams 2) *Death of a Salesman* by Miller  
3) *A Doll's House* by Ibsen 4) *Master Harold and the Boys* by Fugard

### B. Internal Assessment 30%

1. **Individual Oral Presentation** June 2014 15%

Presentation of a topic, chosen by the candidate, based on Part 4 work(s). Internally assessed; externally moderated.

Available Texts: 1) *Macbeth* by Shakespeare 2) *The Crucible* by Miller 1) short stories by various authors

2. **Individual Oral Commentary** January 2015 15%

a) A 10 minute oral commentary that is internally administered and internally assessed; externally moderated. Commentary on an extract, chosen by the teacher, from one of the Part 2 poems studied (Robert Frost).

b) A 10 minute discussion based on one of the other Part 2 works (*Hamlet* by Shakespeare or *Heart of Darkness* by Conrad) but you will not know which work.

## Expectations/Due Dates

### 1. Reading

#### a. Beginning of Grade 11

-you are to have read the following texts: *The Crucible*, *Macbeth*, *The Metamorphosis*, *Heart of Darkness*

#### b. Beginning of Grade 12

-you are to have read the following texts: *Love in the Time of Cholera*, *Kafka on the Shore*, *Hamlet*, *A Street Car Named Desire*, *Death of a Salesman*, *A Doll's House* by Ibsen, *Master Harold and the Boys*  
-reread *The Metamorphosis* and *Heart of Darkness*

### 2. Personal Reflections/Explorations

As you prepare to read, as you read and as you re-read the texts, it is expected that you create a series of written journal entries which explore:

#### a. Theoretical/Philosophical Underpinnings

-connections to the existential  
-reflections on literary archetypes

#### b. Personal Reflections

-what are you feeling and thinking about that which you are reading?  
-what does the text "speak" to your own experiences/observations?

#### c. Forum Discussions

Keep track of when and what is discussed, and what you *think* about that which is discussed  
-formal discussions with peers, family members etc.  
-informal discussion

#### d. Extensions

Keep track of the connections you can make to other texts: fiction, non-fiction, politics, film, music etc. etc.

**Note:** The journals for *The Crucible*, *Macbeth*, *The Metamorphosis* and *Heart of Darkness* will be **submitted for evaluation** during the first week back in September 2013. Do not provide plot summaries. The journals are a chance for you to explore your relationship to the texts, the meanings of the texts, how they are constructed and how they connect with the world around you.

## English 20-1 and 30-1: Alberta Learning Assessments

In addition to evaluation within the IB syllabus, students must fulfill the expectations of the Alberta curriculum, including the Alberta Grade 12 Diploma Examinations (June 2015).

### Part A: Written

1. Personal Response to Text

**Available Texts: 1) a visual 2) an excerpt from a piece of fiction 3) a poem (all provided on the test)**

2. Critical/Analytical Essay

**Available Texts: Any of the major texts, films or short stories we study through the course**

### Part B: Reading Comprehension

70 questions testing your reading comprehension skills

### MINIMUM REQUIREMENTS: TEXT STUDY

In meeting the outcomes presented in this program of studies, students must satisfy the minimum requirements for text study indicated in the chart below. Many of the text types that are listed may be presented through various media. For example, a feature film could be viewed in a theatre or via videocassette, television or the Internet. The table to the right indicates the relative emphases intended by the wording used in the chart below to specify requirements. For example, "A Variety Required" indicates that students should study a variety of forms and styles within the specified text form. Using these minimum requirements as a guide, jurisdictions and schools are free to specify additional requirements for text study as best fits the needs, interests and aspirations of their students and the expectations of their local communities. For example, teachers may wish to specify numbers of texts to be studied in each course, as time permits.

### STUDENTS WILL STUDY ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS: ELA 20-1 & ELA 30-1

| EXTENDED TEXTS | ELA 20-1                   |                        | ELA 30-1                   |                       |
|----------------|----------------------------|------------------------|----------------------------|-----------------------|
|                | Novel                      | Required               | Novel                      | 1 of the 2            |
|                | Book-length Nonfiction /   | 1 of the 2<br>Required | Book-length Nonfiction     | Required              |
|                | Feature Film               |                        | <b>Feature Film</b>        | 1 of the 2            |
|                | Modern Play                | Encouraged             | <b>Modern Play</b>         | Required              |
|                | Shakespearean Play         | Required               | Shakespearean Play         | Required              |
| SHORTER TEXTS  |                            |                        |                            |                       |
|                | Poetry (including song)    | A Variety<br>Required  | Poetry (including song)    | A Variety<br>Required |
|                | Short Story                | A Variety<br>Required  | Short Story                | A Variety<br>Required |
|                | Visual and Multimedia Text | Required               | Visual and Multimedia Text | Required              |
|                | Essay                      | A Variety<br>Required  | Essay                      | A Variety<br>Required |
|                | Popular Nonfiction         | Encouraged             | Popular Nonfiction         | Required              |

\*Visual and Multimedia Text includes short films, video clips and photographs.

\*Popular Nonfiction includes news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing.

### **Course Mark Break Down**

#### **201B**

#### **Course Work – Teacher Awarded Mark 70%**

|                      |     |
|----------------------|-----|
| Written work -       | 35% |
| Quizzes and Tests -  | 10% |
| Oral Presentations - | 20% |
| Process -            | 5%  |

#### **Final Exams 30%**

|                      |     |
|----------------------|-----|
| Written Final Exam - | 15% |
| Reading Final Exam   | 15% |

#### **30/351B**

#### **Course Work – Teacher Awarded Mark 50%**

|                    |      |
|--------------------|------|
| Written work       | 45 % |
| Quizzes and Tests  | 20 % |
| Oral Presentations | 25%  |
| Process            | 10 % |

#### **Final Exams 50%**

|                    |     |
|--------------------|-----|
| Written Final Exam | 25% |
| Reading Final Exam | 25% |

Once you have reviewed this package sign and return this form to Mr. Petrie by June 21<sup>st</sup>. You can deliver it in person to room 214 or drop it in Mr. Petrie's mailbox in the main office.

**I have read and understood the nature, conditions, and expectations of the English IB program.**

Student Name: \_\_\_\_\_ Parent Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent Signature \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_